



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5490 West Paradise Lane, Glendale, AZ 85306

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Cheryl F. Neils
Schedule : 08:00 AM to 04:30 PM
Grades : Pre-K-8
Web Address : canyon.peoriaud.k12.az.us/
Phone Number : (623) 412-5050
Fax Number : (623) 412-5061
E-mail : cneils@peoriaud.k12.az.us

Mission

The mission of Canyon Elementary is to serve society by providing a quality education so all students may reach their full potential academically, socially, and emotionally and become lifelong learners and successful, responsible citizens.

The vision of Canyon Elementary is to be a school where staff, students, and parents work cooperatively and responsibly in a safe, stimulating environment to achieve extraordinary levels of teaching and learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To improve student achievement in reading comprehension, language arts and math as measured by the AIMS/Terra Nova dual purpose assessment and district criterion-referenced tests.
- ü To increase staff knowledge and use of technology for management, instruction, and assessment as well as student knowledge and use of technology for learning.
- ü To create a safe school environment marked by mutual respect between staff, students, and parents; good citizenship; appropriate student behavior; positive attitudes; and a well-designed crisis plan.
- ü To create an environment at Canyon where all staff, students, and parents participate in decision-making and feel valued, supported, and included.

Enrollment

October 1, 2005 School Year Student Enrollment : 520
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 234

Instructional Programs

- Ü Regular Full-day (Grades 1-8)
- Ü On-site Special Education
- Ü Programs for At-risk Students (Tutoring)
- Ü Special Education Preschool
- Ü Gifted Student Services
- Ü Character Education
- Ü Service Learning
- Ü Departmentalized Classrooms Grades 5-8

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

It is the responsibility of all school employees to provide students with a safe, stimulating learning environment and the best possible opportunities to learn. This includes setting high standards for behavior and academic success; using a variety of materials and instructional strategies; making accommodations to meet the needs of individual students; and encouraging positive attitudes toward learning and high self-esteem.

Parents

Parents have the responsibility to act in partnership with the school and to work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring completion of assignments; modeling positive attitudes toward school and learning; attending school activities including parent-teacher conferences; and fostering respect for rules, property, staff and other students.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Canyon Elementary. Additionally, transportation services are provided for eligible special education students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü PEEF Grants	2005
Ü WestMarc Service To Community Award	2006
Ü Disabilities Professionals of the Year	2004
Ü North Central Association Accreditation	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	2757	80010	95	97	99	452	455	447	13	6	10	16	15	18	54	59	53	16	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	1317	38935	95	97	99	439	454	447	15	5	9	15	15	19	60	59	55	10	20	17
Male	41	1437	40974	95	96	98	460	456	448	12	7	11	17	14	18	51	58	52	20	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	15	752	34545	88	95	99	438	439	432	20	10	14	13	22	24	60	58	53	7	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	--	40	3979	--	98	96	--	450	424	--	10	17	--	10	30	--	63	47	--	18	6
White	43	1714	35142	98	97	99	458	463	465	9	4	5	16	11	11	53	59	56	21	25	28
Students with Disabilities	21	447	10161	91	84	93	423	433	419	38	19	28	29	24	28	24	44	36	10	12	8
Students without Disabilities	40	2310	69849	98	100	100	463	459	451	NA	4	7	10	13	17	70	62	56	20	22	19
Limited English Proficient Students	NC	144	14013	NC	93	97	NC	410	413	NC	21	24	NC	43	34	NC	34	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	16	838	39029	89	95	98	440	439	432	19	11	14	13	22	25	63	56	52	6	11	9
Non-Economically Disadvantaged	45	1919	40981	98	98	100	457	462	462	11	4	6	18	11	13	51	60	54	20	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	2732	79438	94	96	98	462	465	451	10	4	9	25	19	24	55	62	56	10	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	1311	38775	95	97	99	459	470	457	5	3	7	25	17	22	60	62	58	10	18	13
Male	40	1418	40560	93	95	97	464	460	446	13	6	12	25	21	25	53	62	54	10	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	15	743	34297	88	94	98	450	448	434	20	7	14	20	27	31	60	59	50	NA	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	--	39	3940	--	95	95	--	463	429	--	8	14	--	13	36	--	69	47	--	10	3
White	42	1700	34887	95	97	98	467	473	471	5	3	4	26	16	15	55	64	63	14	18	18
Students with Disabilities	20	422	9588	87	80	88	438	441	416	30	14	30	30	32	32	40	46	34	NA	8	5
Students without Disabilities	40	2310	69850	98	100	100	470	469	456	NA	3	7	23	17	23	63	65	59	15	15	12
Limited English Proficient Students	NC	139	13856	NC	90	96	NC	412	407	NC	21	27	NC	50	43	NC	29	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	15	818	38685	83	92	97	449	447	435	20	8	14	13	30	32	67	56	50	NA	7	5
Non-Economically Disadvantaged	45	1914	40753	98	97	99	466	472	467	7	3	5	29	15	16	51	65	62	13	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	2759	79971	94	97	99	408	437	423	12	5	8	60	33	41	28	60	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	1318	38974	95	97	99	439	451	437	5	3	5	40	23	33	55	69	57	NA	5	4
Male	40	1439	40895	93	96	98	390	424	410	15	6	10	70	41	47	15	51	41	NA	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	15	752	34481	88	95	99	411	428	410	20	6	10	60	38	46	20	54	43	NA	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	--	40	3995	--	98	96	--	427	409	--	10	10	--	25	47	--	63	42	--	3	1
White	42	1714	35150	95	97	99	413	441	437	5	4	5	62	30	35	33	62	56	NA	4	5
Students with Disabilities	20	455	10258	87	86	94	383	403	377	30	14	23	50	47	51	20	37	25	NA	2	1
Students without Disabilities	40	2304	69713	98	99	100	416	443	429	3	3	5	65	30	39	33	64	52	NA	4	3
Limited English Proficient Students	NC	145	13985	NC	94	97	NC	395	382	NC	10	18	NC	59	54	NC	31	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	15	838	38994	83	95	98	419	424	409	13	6	10	53	40	47	33	52	41	NA	2	1
Non-Economically Disadvantaged	45	1921	40977	98	98	100	404	443	437	11	4	5	62	29	34	27	63	56	NA	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	2799	80147	98	97	99	483	490	482	13	7	11	23	14	17	51	53	49	13	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	1350	39281	100	98	99	491	491	483	10	6	9	20	14	17	50	54	50	20	26	24
Male	41	1447	40780	98	96	98	478	489	482	15	7	12	24	14	17	51	52	48	10	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	10	657	33494	91	96	99	NA	473	466	NA	10	15	NA	20	23	NA	55	49	NA	14	14
Asian/Pacific Islander	--	95	2103	--	99	99	--	508	515	--	2	4	--	12	8	--	49	44	--	37	45
American Indian/Alaskan Native	NC	38	4117	NC	95	96	NC	478	456	NC	13	19	NC	13	27	NC	55	46	NC	18	8
White	46	1856	36122	100	97	99	494	497	501	13	5	5	17	12	10	52	52	50	17	31	35
Students with Disabilities	12	350	10295	92	80	92	480	454	443	58	26	33	17	24	26	25	40	33	NA	10	8
Students without Disabilities	49	2449	69852	100	100	100	483	495	488	2	4	7	24	13	16	57	55	51	16	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	--	11	622	--	100	97	--	439	454	--	27	19	--	45	30	--	27	43	--	NA	8
Economically Disadvantaged	16	760	38371	94	93	97	457	474	465	19	10	15	38	21	23	44	54	49	NA	15	13
Non-Economically Disadvantaged	45	2039	41776	100	98	100	491	496	498	11	5	6	18	12	11	53	52	49	18	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	2782	79686	98	96	98	475	483	470	15	5	11	25	18	24	52	67	57	8	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	1348	39163	100	98	99	492	489	475	15	3	9	10	15	22	60	69	60	15	13	10
Male	41	1432	40438	98	95	97	467	478	465	15	7	13	32	20	25	49	65	54	5	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	10	650	33299	91	95	98	NA	468	452	NA	9	17	NA	26	32	NA	60	47	NA	6	3
Asian/Pacific Islander	--	95	2097	--	99	99	--	487	490	--	3	5	--	17	13	--	63	68	--	17	14
American Indian/Alaskan Native	NC	38	4087	NC	95	96	NC	473	446	NC	5	16	NC	26	38	NC	61	44	NC	8	2
White	46	1846	35914	100	97	98	483	489	489	13	3	5	22	15	15	57	70	67	9	12	14
Students with Disabilities	12	332	9808	92	76	87	517	451	432	50	21	35	8	32	32	33	42	30	8	5	3
Students without Disabilities	49	2450	69878	100	100	100	473	487	475	6	3	8	29	16	23	57	70	61	8	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	--	10	611	--	91	95	--	NA	439	--	NA	22	--	NA	39	--	NA	37	--	NA	2
Economically Disadvantaged	16	748	38095	94	92	97	457	468	452	19	8	17	38	26	32	44	61	48	NA	5	3
Non-Economically Disadvantaged	45	2034	41591	100	98	99	481	488	486	13	4	6	20	15	16	56	69	65	11	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	2808	80372	98	97	99	469	484	475	10	2	4	34	24	30	56	71	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	1356	39452	100	98	99	480	497	488	5	1	3	30	15	22	65	80	72	NA	4	3
Male	41	1450	40836	98	96	98	463	472	464	12	3	6	37	33	37	51	62	56	NA	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	10	665	33608	91	97	99	NA	473	462	NA	4	6	NA	29	36	NA	66	57	NA	1	1
Asian/Pacific Islander	--	95	2098	--	99	99	--	497	500	--	2	2	--	20	16	--	68	75	--	9	7
American Indian/Alaskan Native	NC	38	4128	NC	95	97	NC	481	464	NC	NA	4	NC	32	39	NC	68	56	NC	NA	1
White	46	1857	36213	100	97	99	478	489	489	9	2	2	33	23	22	59	73	72	NA	2	3
Students with Disabilities	12	361	10526	92	82	94	467	445	427	42	9	15	33	51	53	25	39	31	NA	1	1
Students without Disabilities	49	2447	69846	100	100	100	469	489	482	2	1	3	35	21	26	63	76	69	NA	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	--	11	621	--	100	97	--	456	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	16	772	38521	94	95	98	467	471	461	6	4	6	38	31	38	56	64	55	NA	1	1
Non-Economically Disadvantaged	45	2036	41851	100	98	100	470	489	489	11	2	3	33	22	22	56	74	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	2833	79306	95	97	99	544	515	504	7	8	13	14	16	20	42	54	49	37	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1390	38845	100	98	99	539	515	505	4	6	11	14	17	20	54	55	50	29	22	18
Male	31	1439	40383	91	96	98	549	515	504	10	9	14	13	15	19	32	53	47	45	23	19
African American	NC	174	4171	NC	96	98	NC	500	485	NC	7	20	NC	28	26	NC	50	44	NC	14	10
Hispanic	11	685	32673	100	96	99	558	497	487	9	14	18	9	21	25	36	52	46	45	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	--	33	4034	--	94	97	--	496	479	--	15	22	--	27	29	--	45	43	--	12	7
White	45	1849	36234	96	97	99	544	522	523	7	5	6	13	12	13	44	56	52	36	26	28
Students with Disabilities	18	368	10286	86	80	91	500	479	462	22	29	41	33	25	27	28	36	27	17	10	5
Students without Disabilities	41	2465	69020	100	100	100	557	520	510	NA	4	9	5	14	18	49	57	52	46	24	21
Limited English Proficient Students	--	96	10291	--	91	96	--	450	458	--	47	38	--	29	34	--	23	26	--	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	11	752	37437	92	94	97	530	493	486	9	15	19	18	24	26	45	48	46	27	12	9
Non-Economically Disadvantaged	48	2081	41869	96	98	100	547	523	521	6	5	7	13	13	14	42	56	51	40	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	2813	79000	92	96	98	520	499	489	7	5	10	14	18	24	54	67	58	25	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1384	38774	100	97	99	517	503	494	4	3	7	18	17	22	46	68	61	32	11	10
Male	29	1425	40150	85	95	98	523	496	485	10	7	12	10	20	25	62	65	55	17	9	8
African American	NC	172	4153	NC	95	98	NC	488	476	NC	5	13	NC	26	30	NC	63	53	NC	6	4
Hispanic	11	677	32508	100	95	98	527	483	472	9	9	15	NA	27	33	64	58	49	27	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	--	32	4016	--	91	96	--	487	467	--	3	14	--	31	37	--	56	46	--	9	2
White	43	1840	36135	91	97	98	523	506	508	7	4	4	14	14	14	53	70	67	26	12	15
Students with Disabilities	16	348	9991	76	75	88	502	468	449	25	19	33	19	32	36	44	46	29	13	3	2
Students without Disabilities	41	2465	69009	100	100	100	525	503	495	NA	3	6	12	17	22	59	70	62	29	11	10
Limited English Proficient Students	--	90	10199	--	86	95	--	437	439	--	39	35	--	41	47	--	20	18	--	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	11	742	37234	92	93	97	506	480	472	9	9	15	18	29	33	45	58	50	27	4	3
Non-Economically Disadvantaged	46	2071	41766	92	98	99	523	506	505	7	4	5	13	15	16	57	70	65	24	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	2841	79611	92	97	99	510	503	496	5	5	7	35	33	37	58	61	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1393	39016	96	98	99	524	517	511	4	3	4	30	23	29	63	72	66	4	1	1
Male	30	1444	40519	88	96	98	497	490	482	7	7	10	40	43	44	53	50	46	NA	0	0
African American	NC	173	4188	NC	96	98	NC	497	486	NC	6	9	NC	34	40	NC	59	50	NC	1	0
Hispanic	11	692	32855	100	97	99	521	487	481	9	8	10	36	41	43	45	51	47	9	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	--	33	3992	--	94	96	--	491	478	--	9	10	--	36	46	--	52	44	--	3	0
White	43	1851	36380	91	97	99	510	510	511	5	4	4	33	30	30	63	65	65	NA	1	1
Students with Disabilities	16	378	10664	76	82	94	472	456	440	19	17	23	50	52	54	31	30	22	NA	1	1
Students without Disabilities	41	2463	68947	100	100	100	520	510	504	NA	3	4	29	30	34	68	66	61	2	1	1
Limited English Proficient Students	--	101	10362	--	96	97	--	429	438	--	23	22	--	64	57	--	13	21	--	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	11	761	37626	92	95	98	512	483	479	9	9	10	27	43	45	64	48	45	NA	0	0
Non-Economically Disadvantaged	46	2080	41985	92	98	100	510	511	511	4	3	4	37	30	30	57	66	65	2	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	2877	79327	96	96	98	564	538	518	14	10	19	8	14	20	36	51	46	42	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	1415	38961	96	97	98	571	538	520	9	9	16	9	14	20	27	53	48	55	24	16
Male	28	1461	40295	97	96	97	557	538	516	18	10	21	7	14	19	43	48	44	32	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	NC	659	32327	NC	96	98	NC	518	499	NC	17	27	NC	18	25	NC	50	41	NC	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	--	37	4391	--	100	96	--	528	489	--	8	32	--	19	27	--	57	36	--	16	4
White	42	1933	36373	98	97	98	577	546	538	12	7	10	5	13	14	33	51	52	50	29	25
Students with Disabilities	13	339	9321	87	78	87	504	486	467	38	36	54	15	25	22	38	31	21	8	8	3
Students without Disabilities	37	2538	70006	100	99	100	577	544	524	5	6	14	5	13	19	35	53	49	54	28	18
Limited English Proficient Students	NC	94	9431	NC	89	95	NC	470	466	NC	51	53	NC	23	27	NC	24	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	NC	752	37097	NC	93	97	NC	515	498	NC	18	27	NC	19	25	NC	49	41	NC	14	7
Non-Economically Disadvantaged	43	2125	42230	98	97	99	565	546	535	12	7	11	9	13	15	35	51	50	44	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	2872	79501	94	96	98	532	509	497	2	5	10	16	20	25	65	69	60	16	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	1413	39062	96	97	99	542	514	502	NA	4	8	9	18	23	68	72	64	23	6	5
Male	27	1458	40368	93	96	98	523	505	491	4	6	13	22	23	27	63	67	57	11	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	NC	658	32389	NC	96	98	NC	493	478	NC	10	16	NC	28	34	NC	61	48	NC	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	99	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	--	37	4401	--	100	96	--	494	473	--	11	17	--	19	40	--	70	43	--	NA	1
White	41	1929	36446	95	96	99	541	516	516	2	3	4	10	18	15	68	72	73	20	7	7
Students with Disabilities	12	334	9411	80	77	88	482	469	453	NA	19	36	50	40	36	50	40	26	NA	1	1
Students without Disabilities	37	2538	70090	100	99	100	541	514	502	3	3	7	5	18	24	70	73	65	22	6	5
Limited English Proficient Students	NC	90	9401	NC	85	94	NC	448	443	NC	36	40	NC	48	46	NC	17	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	754	37183	NC	94	97	NC	491	479	NC	10	16	NC	31	34	NC	57	49	NC	3	1
Non-Economically Disadvantaged	42	2118	42318	95	97	99	535	516	513	2	3	5	14	17	17	64	74	70	19	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	2901	80000	90	97	99	602	577	564	2	2	3	6	6	11	68	78	75	23	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	1431	39288	96	98	99	615	592	579	NA	1	2	NA	2	6	68	77	77	32	20	16
Male	25	1469	40644	86	96	98	589	563	549	4	2	4	12	9	15	68	80	74	16	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	NC	665	32672	NC	97	99	NC	566	548	NC	2	4	NC	8	14	NC	83	76	NC	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	--	37	4424	--	100	97	--	578	549	--	NA	3	--	5	14	--	84	77	--	11	5
White	40	1946	36602	93	97	99	608	582	579	3	2	2	5	5	7	65	77	75	28	16	16
Students with Disabilities	10	357	9919	67	82	93	NA	526	505	NA	5	9	NA	27	35	NA	65	54	NA	3	2
Students without Disabilities	37	2544	70081	100	100	100	610	584	571	NA	1	2	3	3	7	68	80	79	30	15	12
Limited English Proficient Students	NC	96	9571	NC	91	96	NC	518	502	NC	5	10	NC	31	29	NC	64	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	NC	769	37534	NC	96	98	NC	560	547	NC	3	4	NC	10	15	NC	80	76	NC	7	5
Non-Economically Disadvantaged	41	2132	42466	93	98	100	605	584	578	NA	1	2	7	5	7	66	78	75	27	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2923	78546	100	96	97	576	561	543	7	7	15	16	12	18	50	60	52	26	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1449	38645	100	97	98	578	562	545	7	5	13	20	12	18	39	61	54	34	22	15
Male	27	1472	39792	96	95	97	574	561	542	7	8	17	11	12	17	67	59	50	15	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	10	656	31177	100	95	97	NA	547	524	NA	11	22	NA	17	23	NA	58	48	NA	15	7
Asian/Pacific Islander	NC	103	1940	NC	96	99	NC	585	580	NC	2	5	NC	12	9	NC	52	53	NC	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	50	1978	36450	98	97	97	582	566	563	2	5	7	14	10	12	56	61	57	28	24	23
Students with Disabilities	16	309	8093	94	76	82	553	513	489	25	29	50	31	28	24	44	37	23	NA	5	2
Students without Disabilities	52	2614	70453	100	100	100	580	567	549	2	4	11	12	10	17	52	63	56	35	23	16
Limited English Proficient Students	--	91	9323	--	90	94	--	505	491	--	31	47	--	35	28	--	32	24	--	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	13	756	34694	100	92	96	576	546	524	15	10	23	15	17	23	54	61	48	15	12	7
Non-Economically Disadvantaged	55	2167	43852	100	98	99	576	567	559	5	6	10	16	10	13	49	60	56	29	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	2936	79045	96	97	98	538	523	512	6	5	10	15	19	25	71	68	58	8	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1453	38860	100	98	98	546	530	519	8	3	7	8	16	22	75	72	62	10	9	8
Male	25	1481	40075	89	96	97	525	517	505	4	7	12	28	22	28	64	64	54	4	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	10	661	31314	100	95	98	NA	509	493	NA	9	16	NA	26	34	NA	61	48	NA	4	2
Asian/Pacific Islander	NC	104	1949	NC	97	99	NC	532	536	NC	6	4	NC	15	15	NC	67	66	NC	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	47	1984	36730	92	98	98	540	528	532	NA	4	4	15	17	16	74	70	68	11	9	12
Students with Disabilities	13	320	8552	76	78	87	519	479	463	31	22	35	31	41	40	38	36	23	NA	2	1
Students without Disabilities	52	2616	70493	100	100	100	540	528	517	NA	3	7	12	16	24	79	72	62	10	9	8
Limited English Proficient Students	--	92	9355	--	91	95	--	457	456	--	32	37	--	58	48	--	10	15	--	1	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	12	763	34922	92	93	96	542	506	493	17	8	15	8	30	34	67	60	48	8	3	3
Non-Economically Disadvantaged	53	2173	44123	96	98	99	537	529	527	4	5	6	17	15	18	72	71	66	8	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	2957	79657	97	98	99	588	578	566	6	2	3	6	5	8	86	92	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1462	39120	100	98	99	595	589	580	7	1	2	5	2	4	85	95	92	2	1	2
Male	25	1493	40423	89	97	98	576	566	553	4	3	5	8	8	12	88	88	83	NA	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	10	667	31642	100	96	99	NA	568	552	NA	3	5	NA	7	11	NA	90	84	NA	0	0
Asian/Pacific Islander	NC	104	1948	NC	97	99	NC	585	589	NC	3	1	NC	5	3	NC	88	91	NC	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	48	1995	36929	94	98	99	588	581	579	NA	2	2	6	4	5	92	93	91	2	1	2
Students with Disabilities	14	341	9069	82	84	92	569	530	508	29	7	11	29	26	30	43	67	58	NA	0	1
Students without Disabilities	52	2616	70588	100	100	100	590	583	573	NA	1	2	NA	2	5	98	95	91	2	1	1
Limited English Proficient Students	--	95	9521	--	94	96	--	509	507	--	12	13	--	23	24	--	65	63	--	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	13	775	35341	100	95	97	595	567	551	15	3	5	8	8	12	77	89	83	NA	1	0
Non-Economically Disadvantaged	53	2182	44316	96	99	100	586	581	578	4	2	2	6	4	5	89	93	90	2	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	3051	78400	97	96	97	602	575	554	11	10	21	6	14	19	56	59	47	26	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1502	38686	97	97	98	607	576	554	12	9	20	9	13	20	55	61	49	24	18	12
Male	29	1547	39636	97	96	96	598	575	554	10	10	23	3	14	18	59	56	46	28	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	13	747	30732	93	95	97	585	559	534	23	13	31	15	21	24	38	55	40	23	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	NC	33	4536	NC	100	95	NC	566	528	NC	18	35	NC	12	25	NC	58	37	NC	12	4
White	45	1998	37038	98	96	97	606	582	575	9	8	11	2	11	14	62	60	56	27	21	19
Students with Disabilities	12	233	7840	86	68	81	557	519	498	58	44	60	17	18	18	17	28	20	8	9	2
Students without Disabilities	50	2818	70560	100	100	99	605	579	560	NA	7	17	4	13	19	66	61	50	30	19	14
Limited English Proficient Students	NC	85	8956	NC	96	95	NC	512	502	NC	42	56	NC	29	25	NC	28	18	NC	NA	1
Migrant Students	--	10	676	--	100	95	--	NA	523	--	NA	38	--	NA	25	--	NA	36	--	NA	1
Economically Disadvantaged	NC	706	33014	NC	92	95	NC	556	534	NC	16	31	NC	20	24	NC	53	40	NC	11	5
Non-Economically Disadvantaged	53	2345	45386	98	98	99	601	581	569	9	8	15	6	12	15	60	60	52	25	20	18

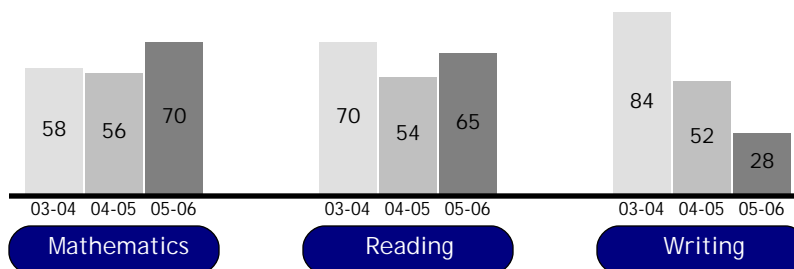
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	3080	79179	94	97	98	562	535	519	8	5	11	8	19	27	72	70	58	12	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1518	38974	97	98	99	571	542	524	9	4	8	6	15	25	70	73	61	15	8	5
Male	27	1560	40124	90	97	97	553	528	513	7	6	13	11	23	28	74	67	54	7	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	12	757	30987	86	96	98	565	521	498	8	7	17	17	27	36	67	64	45	8	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	NC	33	4573	NC	100	96	NC	530	494	NC	3	16	NC	21	41	NC	73	42	NC	3	1
White	44	2019	37467	96	97	98	563	541	539	9	4	5	7	16	17	70	72	70	14	8	8
Students with Disabilities	10	261	8567	71	77	88	NA	479	467	NA	28	39	NA	40	38	NA	28	22	NA	5	1
Students without Disabilities	50	2819	70612	100	100	99	563	539	524	2	3	7	4	17	25	80	74	62	14	7	5
Limited English Proficient Students	NC	85	9013	NC	96	95	NC	471	461	NC	27	40	NC	49	48	NC	24	12	NC	NA	0
Migrant Students	--	10	680	--	100	96	--	NA	487	--	NA	20	--	NA	43	--	NA	36	--	NA	1
Economically Disadvantaged	NC	725	33345	NC	95	96	NC	516	499	NC	8	17	NC	29	36	NC	61	46	NC	2	1
Non-Economically Disadvantaged	51	2355	45834	94	98	99	560	541	533	8	4	7	8	16	19	73	73	67	12	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	3097	79734	97	98	99	585	573	554	6	1	3	13	11	19	81	87	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1524	39243	97	98	99	604	585	568	9	1	2	9	7	12	82	91	85	NA	1	1
Male	29	1571	40413	97	98	98	568	561	541	3	1	4	17	16	26	79	83	70	NA	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	13	762	31254	93	97	99	585	563	539	NA	1	5	23	16	25	77	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	NC	33	4613	NC	100	97	NC	586	535	NC	NA	4	NC	9	29	NC	88	67	NC	3	0
White	45	2029	37668	98	98	99	584	576	569	9	1	1	11	10	13	80	88	85	NA	1	1
Students with Disabilities	12	277	8943	86	81	92	551	517	495	33	5	11	42	44	51	25	48	38	NA	3	1
Students without Disabilities	50	2820	70791	100	100	100	587	578	561	NA	1	2	6	8	15	94	90	83	NA	1	0
Limited English Proficient Students	NC	85	9138	NC	96	97	NC	513	492	NC	7	13	NC	40	46	NC	53	40	NC	NA	NA
Migrant Students	--	10	687	--	100	97	--	NA	528	--	NA	6	--	NA	28	--	NA	65	--	NA	NA
Economically Disadvantaged	NC	729	33718	NC	95	97	NC	559	538	NC	2	5	NC	18	26	NC	80	69	NC	1	0
Non-Economically Disadvantaged	53	2368	46016	98	99	100	584	577	567	6	1	2	13	9	14	81	89	84	NA	1	1

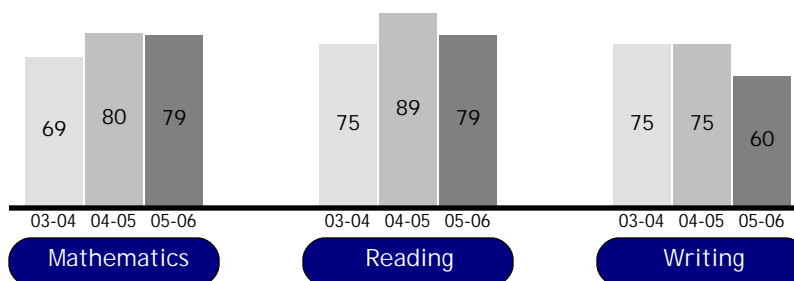
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

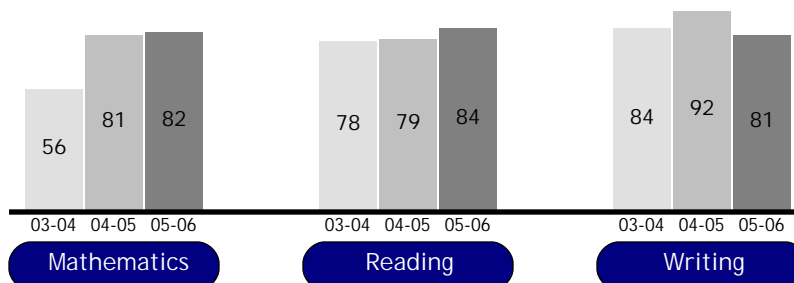
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	36	NA	58	83	53	53	47	82	63	56	46
	Language	100	31	60	50	83	50	53	47	82	70	59	48
	Mathematics	100	29	72	64	83	51	53	50	84	59	58	52
3	Reading	98	59	NA	55	80	46	52	44	83	52	56	46
	Language	98	64	70	61	80	49	50	44	83	48	54	46
	Mathematics	98	56	71	61	80	48	55	51	84	54	58	52
4	Reading	100	76	NA	56	94	57	54	48	84	56	59	52
	Language	100	69	60	52	94	65	55	49	84	50	59	52
	Mathematics	100	84	69	61	94	65	58	53	84	56	63	58
5	Reading	100	61	NA	55	91	63	56	50	82	79	63	56
	Language	100	61	56	49	91	62	56	50	82	82	61	54
	Mathematics	100	80	67	63	91	65	52	49	85	70	56	52
6	Reading	100	66	NA	56	89	63	58	51	85	78	65	56
	Language	98	66	60	48	89	59	55	47	81	72	58	50
	Mathematics	100	89	75	66	89	67	59	52	87	78	65	58
7	Reading	98	74	NA	54	86	68	59	50	84	72	63	54
	Language	96	72	67	58	86	70	62	52	85	76	67	58
	Mathematics	96	88	68	62	86	69	57	50	88	70	61	54
8	Reading	100	78	NA	55	93	67	58	51	80	82	67	58
	Language	100	79	64	52	93	64	56	50	83	73	63	56
	Mathematics	100	86	69	61	93	73	59	53	83	82	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Canyon Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Goal Setting
- Ü Budget Review
- Ü School Safety Issues
- Ü Facility Management
- Ü Parent Involvement
- Ü School/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.90
Other Professional Staff	11.00	Teacher Aide	34.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	2	0	0
10 or more years	10	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Sunflower Center (Special Ed)
- Ü Fully Equipped Media Center
- Ü Two 35 Computer Technology Labs
- Ü Multi-purpose Room for the Arts & Sports

Extracurricular Activities

- Ü Student Council
- Ü STARS (Character Ed & Service Club)
- Ü National Junior Honor Society
- Ü Robotics Club
- Ü Scrabble Club
- Ü Publishing Club
- Ü Junior High Sports Program
- Ü Chorus/Band/Art Electives

Social Services

- Ü Crisis Intervention/Counseling Services
- Ü Summer Rec Program (City of Glendale)
- Ü Breakfast & Lunch Program
- Ü Health Services
- Ü Before/After School Child Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Qualitative and quantitative assessment data are analyzed yearly. From this information, school, grade-level, and individual student improvement plans are developed. Significant increases were achieved in many areas at many grade levels this year.
- ü Teachers have aligned their instruction to state and district standards and assessments. Strategies from best-practice literature and research are being incorporated into daily instruction. Expanded learning opportunities are provided when needed.
- ü We have implemented a bullying prevention program to ensure a safe, secure environment for our students. A Safe School Hotline has been instituted and students are regularly taught life skills such as responsibility, initiative, courtesy, and respect.
- ü Technology equipment and training are available for staff members. A technology curriculum is in place along with two state-of-the-art computer labs. Study Island, a web-based AIMS Test tutorial, is available to students for school and home use.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Providing a safe, orderly environment is a priority at Canyon. To that end, we work diligently to encourage positive behavior among our students and provide them with tools to resolve conflicts peacefully. A character education program is in place along with a comprehensive Crisis Plan which we rehearse twice yearly. In addition, each classroom is equipped with an emergency kit for use if needed. We also hold monthly safety inspections and fire drills and operate a 24-hour Safe School Line.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Cheryl Neils	(623) 412-5050
Transportation Policy	Steve Highlen	(623) 486-6007
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 487-5185
Parent Organization	Jamie Deffner	(623) 412-5050
Student Health/Nurse	Patty Myers	(623) 412-5053

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 551 Copies = \$214.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.